WRITING ASSESSMENT PROGRAM 1988

PRELIMINARY REPORT
GRADE 8 TEST DATA
ENGLISH LANGUAGE SCHOOLS

Manitoba
Education

89-01480/

MANITOBA WRITING ASSESSMENT 1988

GRADE 8

PRELIMINARY REPORT

ENGLISH LANGUAGE SCHOOLS

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
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PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

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PROVINCIAL SCORERS

Lional Bernhard - St. Paul's Collegiate, White Horse Plain School Division #20

Doreen Bowers - Edward Schreyer School, Agassiz School Division #13

Donald Clark - Brookdale School, Beautiful Plains #31

Wayne Cowan - Bernie Wolfe School, Transcona-Springfield School Division #12

Richard Everett - Riverheights School, Brandon School Division #40

Patricia Gerrard - Mackenzie Junior High School, Dauphin-Ochre Area #1

Rita Globa - Ken Seaford Junior High School, Seven Oaks School Division #10

Brenda Goran - Mackenzie Junior High School, Dauphin-Ochre Area #1

Gerry Irwin - Isaac Brock School, Winnipeg School Division #1

John Kiddell - general Byng School, Fort Garry School Division #5

Marvin Krawec - Crescentview School, Portage la Prairie School Division #24

Carole Locht - Samsome School, St. James Assiniboia School Division #2

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Gail Romanchuk - Stonewall Centennial, Interlake School Division #21

Gerry Sankar - Westdale Junior High, Assiniboine South School Division #3

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CHAPTER 1

TEST CONTENT AND SCORING

The 1988 grade 8 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. A systematic random sample of 4% of all students enrolled in grade 8 Language Arts was drawn. The returned sample totalled 471 test papers.

The test consisted of two writing tasks and a short spelling test. The first writing task, Persuasive Writing, required students to take a position for or against one of six statements. The second task, Narrative Writing, required students to write a story set in one of four time periods. The spelling test contained twenty-four words.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas

5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

CHAPTER 2

RESULTS OF PERSUASIVE WRITING

This chapter presents a summary of the scores assigned on the persuasive writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four sample persuasive writing scripts along with the marks assigned by the provincial scorers.

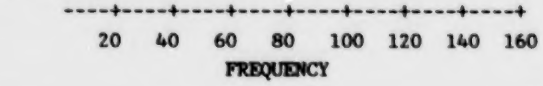
General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	5	5	1.1%	1.1%
1	*	2	7	0.4	1.5
2	*********	18	25	3.8	5.3
3	****************	32	57	6.8	12.1
4	***************\

Analytic Marking

1. ORGANIZATION AND SEQUENCE

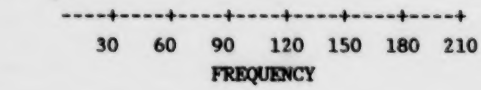
SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	30	38	6.4	8.1
2	106	144	22.5	30.6
3	160	304	34.0	64.5
4	101	405	21.4	86.0
5	51	456	10.8	96.8
6	15	471	3.2	100.0



Mean: 3.12
Standard Deviation: 1.25

2. WORDING AND STYLE

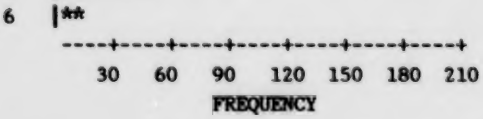
SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	14	23	3.0	4.9
2	92	115	19.5	24.4
3	193	308	41.0	65.4
4	121	429	25.7	91.1
5	35	464	7.4	98.5
6	7	471	1.5	100.0



Mean: 3.14
Standard Deviation: 1.08

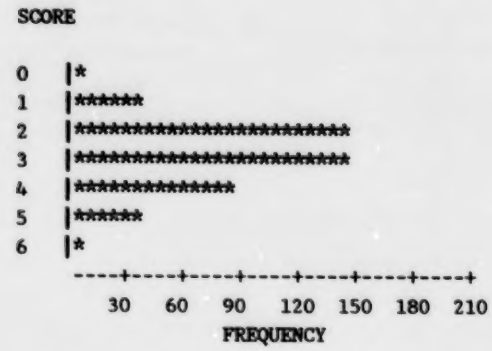
3. FOCUS OR THEME

SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	27	36	5.7	7.6
2	86	122	18.3	25.9
3	169	291	35.9	61.8
4	118	409	25.1	86.8
5	50	459	10.6	97.5
6	12	471	2.5	100.0



Mean: 3.18
Standard Deviation: 1.21

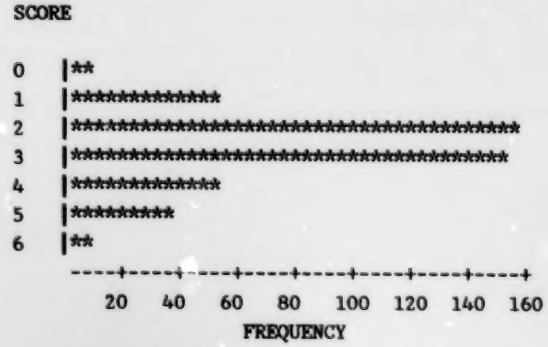
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	40	48	8.5	10.2
2	144	192	30.6	40.8
3	145	337	30.8	71.5
4	89	426	18.9	90.4
5	37	463	7.9	98.3
6	8	471	1.7	100.0

Mean: 2.87
Standard Deviation: 1.20

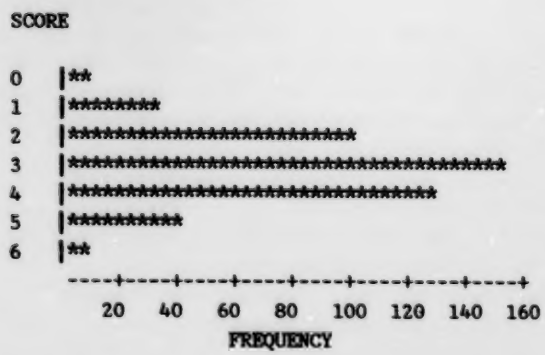
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	53	61	11.3	13.0
2	156	217	33.1	46.1
3	153	370	32.5	78.6
4	55	425	11.7	90.2
5	38	463	8.1	98.3
6	8	471	1.7	100.0

Mean: 2.72
Standard Deviation: 1.21

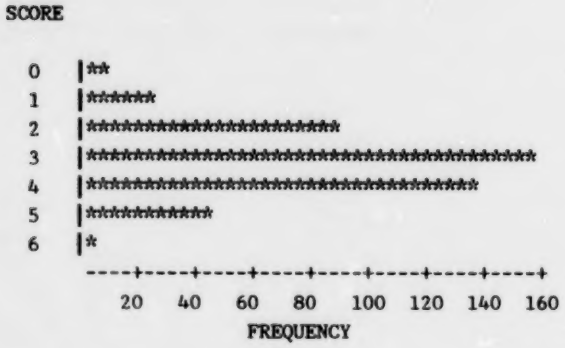
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	34	42	7.2	8.9
2	100	142	21.2	30.1
3	152	294	32.3	62.4
4	128	422	27.2	89.6
5	41	463	8.7	98.3
6	8	471	1.7	100.0

Mean: 3.09
Standard Deviation: 1.19

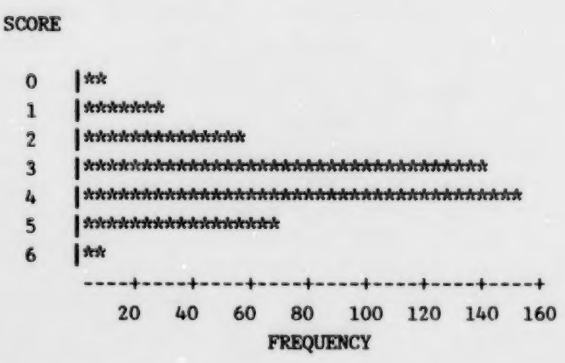
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	26	35	5.5	7.4
2	91	126	19.3	26.8
3	158	284	33.5	60.3
4	136	420	28.9	89.2
5	45	465	9.6	98.7
6	6	471	1.3	100.0

Mean: 3.16
Standard Deviation: 1.16

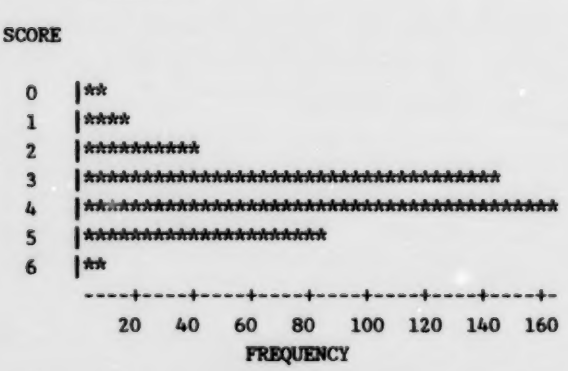
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	28	36	5.9	7.6
2	56	92	11.9	19.5
3	143	235	30.4	49.9
4	154	389	32.7	82.6
5	71	460	15.1	97.7
6	11	471	2.3	100.0

Mean: 3.41
Standard Deviation: 1.22

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	16	25	3.4	5.3
2	40	65	8.5	13.8
3	144	209	30.6	44.4
4	166	375	35.2	79.6
5	85	460	18.0	97.7
6	11	471	2.3	100.0

Mean: 3.57
Standard Deviation: 1.16

CHAPTER 3

SAMPLES OF PERSUASIVE WRITING

This chapter contains four sample products on the persuasive writing task. Students were asked to take, and defend, a position for or against one of the following six statements:

- Grade 8 students should have a 9:00 p.m. curfew.
- "Groundings" are fair punishments.
- Schools should have the right to tell students what dress and appearance are appropriate.
- School attendance should be voluntary.
- Girls should be allowed to play on boys' teams.
- The driving age should be raised to 18.

The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

Go-Co-Ed!

Girls should be allowed to play on boys' teams. Sexual discrimination is ridiculous and ought to be abolished as soon as possible. In the past, women were thought of as the weaker sex, and, unfortunately, even today, men have a superiority complex. Sexist ideas harm us all, and it is time for something to be done!

If girls are not permitted to participate in 'boys' sports', then many children will grow up with old-fashioned ideas about the role of women. This encourages male chauvanism, and might make young girls themselves, believe that they are inferior. Under these conditions, many talented women have had their ambitions in the field of sports crushed. Male domination stifles the accomplishments of quite a few female athletes.

The prospect of playing on a boys' team may be looked down upon by some girls, but this, too, is fine; all I'm saying is that they should be given the choice.

Co-ed teams encourage the mingling of boys and girls, and make each sex feel equal. Some girls may feel that they don't have enough challanges when limited to an all girls' team, and besides, the simple fact is: boys may have a better chance of winning if they are on a mixed team.

Many people argue that girls will get hurt when they play with such rough males, but there is special equipment available for girls, so why not use it?

Even though some may stick to their sexist oppinions, if women speak out against discrimination, then it is all for the better!

GENERAL IMPRESSION MARK = 12

ANALYTIC SCALE		MARK
1.	Organization and Sequence	6
2.	Word Choice	5
3.	Focus or Theme	6
4.	Ideas	6
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	6
7.	Usage	5
8.	Punctuation and Capitalization	6
9.	Spelling	5

SAMPLE 2

The dictionary says the word ground means "to forbid (a person or aircraft) to fly; keep on the ground". That is exactly what it means to a child; to prevent them from being free; from "flying".

Why do you ground children? To make them behave, to prove a point, to make sure they never misbehave or disobey again. Why don't you talk to the child, really listen to them, listen to his or her's side of the story. Then, when they are done tell them, calmly, quietly, how you feel about what he or she has done. Tell them what they did was wrong and explain your reasonings for this.

The reason why you should talk to your child is because your child may rebel and be hostile. Things that may happen are the child may go out anyways, they may get into arguments with siblings easier because the child is mad at his parents. Another thing could be is that the child may get into fights or disagreements with teachers and parents. Grades may even be affected. If the child really wants to go out and he or she is grounded the might lie to get out of the house, and when the parents find out, they could ground the child again. The child would more than likly hold a grudge against the parents. In return the parents distrust the child for a long time. In the end nothing gets solved by grounding a child. An example of this is: Johnny was playing baseball on the street. Some one dared Johnny to try and throw the ball over a house. When Johnny tried he missed and broke a window. The owner was very angry and he took Johnny home and told his dad what happened. When his dad heard this he told Johnny he was grounded for a month. Johnny was very mad at his dad. On Saturday he wanted to go to Billy's house so he lied to get out of the grounding for a day. When Johnny was late his dad checked up on him and found out that he had lied. When Johnny got home his dad grounded him for another week. Johnny was angry he

picked on his sister, disobeyed teachers and his parents. If only his dad had sat Johnny down and talked to him. He could have made Johnny pay for the window or do odd jobs for the owner. Sometimes it's not so easy but it's better to try!

GENERAL IMPRESSION MARK = 9

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	5
3.	Focus or Theme	5
4.	Ideas	5
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	4
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	6

SAMPLE 3

Driving Age

I think the driving age should be kept at the age of 16. I think at the age of 16 kids would be able to handle it.

I think kids can be more trustfull for driving at 16 because they are able to get jobs, and they shouldn't have to have their parents drive them around. They should get their own car and licence.

At the age of 16 kids are always wanting to get their licence. At that age they are problally macture enough to get it. If they can handle it good enough to keep it, then they desirve it.

When a person get their licence or a job that involves their licence, I think they should have more responabilly and they will problally be more careful of how the handle it. They will problally calm down quite a bit, so they can keep it.

I know when I first get my licence I'm going to be as careful as I can. As I get older I'll drive a little more crazy. Most kids will problally be like me and their licence for a while.

GENERAL IMPRESSION MARK = 5

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	4
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	4
9.	Spelling	2

SAMPLE 4

Schools shouldn't have the right to tell students what to wear to school. If kids had to wear school clothes the school would probably want them to wear school gym suits in gym. If the school did this kids would stay home or want to be transferred to another school.

Kids that want to stay because they don't have the money to move, but don't want to wear school clothes would probably start up picket lines, protests, etc. If this happened classrooms would be emptied. Kids wouldn't get their education. If pickets and protests really got started, police would be involved. There would be grafitti on the schools walls and in the halls. There would be a very big mess if kids had to wear school clothes.

GENERAL IMPRESSION MARK = 3

ANALYTIC SCALE		MARK
1.	Organization and Sequence	2
2.	Word Choice	3
3.	Focus or Theme	2
4.	Ideas	2
5.	Choice of Details/Elaboration	2
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	4
9.	Spelling	3

CHAPTER 4

RESULTS OF NARRATIVE WRITING

This chapter presents a summary of the scores assigned on the narrative writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample stories along with the marks assigned by the provincial scorers.

General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	****	8	8	1.7%	1.7%
1		1	9	0.2	1.9
2	*******	14	23	3.0	4.9
3	**********	21	44	4.5	9.3
4	**************************	53	97	11.3	20.6
5	************************************	69	166	14.6	35.2
6	**********************************	63	229	13.4	48.6
7	*******************\

Analytic Marking

1. ORGANIZATION AND SEQUENCE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	8	8	1.7%	1.7%
1	****	18	26	3.8	5.5
2	**********	80	106	17.0	22.5
3	**********	172	278	36.5	59.0
4	**********	99	377	21.0	80.0
5	**********	77	454	16.3	96.4
6	****	17	471	3.6	100.0

20 40 60 80 100 120 140 160 180
FREQUENCY

Mean: 3.35
Standard Deviation: 1.24

2. WORDING AND STYLE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	8	8	1.7%	1.7%
1	****	19	27	4.0	5.7
2	**********	83	110	17.6	23.4
3	**********	165	275	35.0	58.4
4	**********	118	393	25.1	83.4
5	**********	59	452	12.5	96.0
6	****	19	471	4.0	100.0

20 40 60 80 100 120 140 160 180
FREQUENCY

Mean: 3.31
Standard Deviation: 1.23

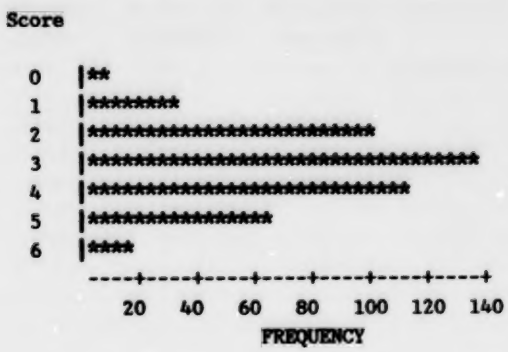
3. FOCUS OR THEME

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	8	8	1.7%	1.7%
1	******	27	35	5.7	7.4
2	**********	92	127	19.5	27.0
3	**********	123	250	26.1	53.1
4	**********	126	376	26.8	79.8
5	**********	70	446	14.9	94.7
6	******	25	471	5.3	100.0

20 40 60 80 100 120 140
FREQUENCY

Mean: 3.36
Standard Deviation: 1.34

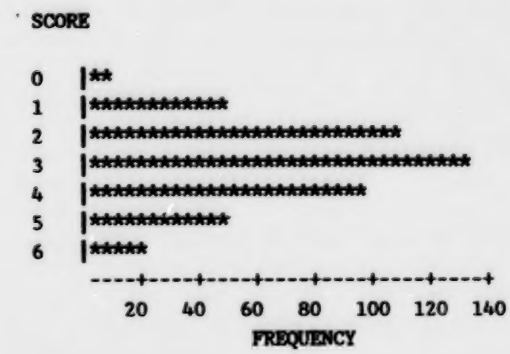
4. IDEAS



Score	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	34	42	7.2	8.9
2	100	142	21.2	30.1
3	136	278	28.9	59.0
4	112	390	23.8	82.8
5	64	454	13.6	96.4
6	17	471	3.6	100.0

Mean: 3.21
Standard Deviation: 1.31

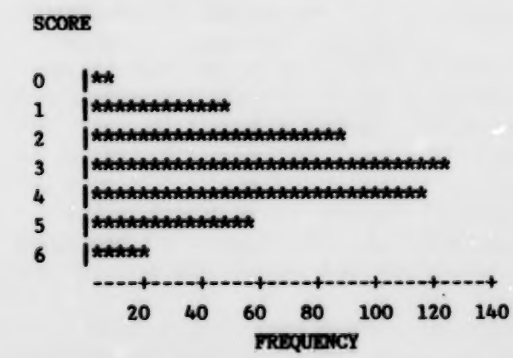
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	50	58	10.6	12.3
2	109	167	23.1	35.5
3	134	301	28.5	63.9
4	97	398	20.6	84.5
5	51	449	10.8	95.3
6	22	471	4.7	100.0

Mean: 3.07
Standard Deviation: 1.37

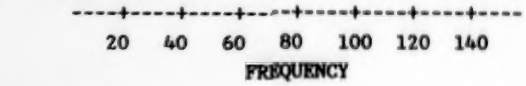
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	48	56	10.2	11.9
2	91	147	19.3	31.2
3	127	274	27.0	58.2
4	118	392	25.1	83.2
5	58	450	12.3	95.5
6	21	471	4.5	100.0

Mean: 3.18
Standard Deviation: 1.37

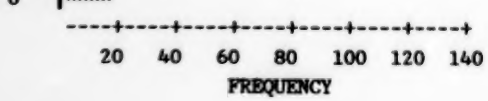
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	10	10	2.1%	2.1%
1	27	37	5.7	7.9
2	68	105	14.4	22.3
3	146	251	31.0	53.3
4	143	394	30.4	83.7
5	62	456	13.2	96.8
6	15	471	3.2	100.0

Mean: 3.34
Standard Deviation: 1.25

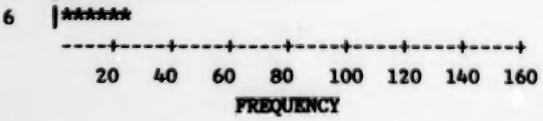
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	26	34	5.5	7.2
2	75	109	15.9	23.1
3	111	220	23.6	46.7
4	133	353	28.2	74.9
5	99	452	21.0	96.0
6	19	471	4.0	100.0

Mean: 3.50
Standard Deviation: 1.33

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	1.7%	1.7%
1	18	26	3.8	5.5
2	48	74	10.2	15.7
3	127	201	27.0	42.7
4	147	348	31.2	73.9
5	99	447	21.0	94.9
6	24	471	5.1	100.0

Mean: 3.66
Standard Deviation: 1.26

CHAPTER 5

SAMPLES OF NARRATIVE WRITING

This chapter contains four sample products on the narrative writing task. Students were asked to choose one of four time periods: prehistoric times, the exploration period, a memorable time in their life, or the year 2525 in their own community. They were then instructed to write a story set in that time period. The samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

The Tumor

The day started out rather normal. I got up and got ready for school. The day went O.K. When I got home I noticed tension in my mom's face. "She probably just worked too hard," I thought.

"Can I go over to Christa's for night tomorrow?" I asked with a hopeful tone in my voice.

"No, I need you at home right now," she said with a tired look on her face.

"You're so unfair sometimes!" I yelled as I ran up the stairs to my room.

I didn't show my face again until everyone was called for supper. We ate a quiet meal and cleaned up only saying what was necessary.

After doing the dishes I decided it was a good time to apologize. "Mom, I'm sorry for yelling at you before. It's just that I hardly ever go places and we had something special planned," I said, waiting for her response.

"I guess I should have given you a reason instead of just saying no." I could see a hint of a tear in her sullen eyes. "Today when I went to the doctor. He found a tumor. It's growing fast so he thinks there's a chance of it being cancerous."

The scene after school flooded into my mind. "How could I have been so mean and unthoughtful," I thought. Questions flooded out. Mom answered each one trying not to be too emotional.

That night when I went up to bed I thought about what it would be like to live without my mom. I cried myself to sleep.

I felt so empty. Meanwhile mom and dad seemed so strong. I guess their faith in God was stronger than mine.

One evening I was watching T.V. til really late. Dad came down and we started talking about mom. We poured out all our feelings. If I thought my hurt was bad I certainly couldn't imagine how my dad felt. This horrible thing was happening to the woman he loved. The woman he had shared over 10 years of his life with.

He gave me a hug I'll never forget. It told me that he was hurting too but it also said that he would always be there for me. I hadn't ever felt peace about the tumor until that moment.

In the days and weeks that followed our family grew closer and closer. My two brothers weren't very old yet so they didn't really understand what was going on. I never realized just how special my friends and family really were. Just a simple smile from one of them would make my day.

Mom had been scheduled for surgery but it took a long time.

Finally the day came. She was nervous and scared. So many people were praying for her that she was very encouraged. I had given her a verse which said also helped.

Her surgery went well and the doctors thought that they had gotten it all. That sure was a relief. Her recovery was surprisingly quick.

During the first month or so of the time she was home ladies from the church brought meals. At the end of that we all missed mom's good cooking.

People we hardly knew were sending cards and fruit baskets. How could so many people care?

One day mom told me that the results were back and the tumor had been benign, or non-cancerous. The joy I felt could not be described. It was like a mountain had been taken off my shoulders.

Even though those months were full of sorrow and grief, they also hold a lot of happy memories. Like the first step mom took, the precious verse she could lean on, and the support and prayer of friends and family.

I grew a lot closer to many people during that time and also closer to God. If He could help me through that, He could help me through anything.

*Some details have been slightly changed due to a lack of memory.

GENERAL IMPRESSION MARK = 12

ANALYTIC SCALE		MARK
1.	Organization and Sequence	6
2.	Word Choice	6
3.	Focus or Theme	6
4.	Ideas	5
5.	Choice of Details/Elaboration	6
6.	Sentence Structure	6
7.	Usage	6
8.	Punctuation and Capitalization	5
9.	Spelling	6

SAMPLE 2

Jump Through Time

The door of the Time Hopper opened and I jumped out into the grassy plains roamed only by the dinosaurs before me. I searched for several hours looking for a cave as a shelter.

When I found one, I set up the equipment I had brought and then ate the food in the survival pack. After barring the entrance of the cave with steel poles, I fell asleep.

In the morning, I took out the bars and left the base to pick berries. After picking a pail, I returned to the base to eat. After eating I left to collect specimens.

I climbed up a sheer cliff by using a grappling hook and rope and collected some eggs from the pteridactel nest.

I was only half way down the cliff, when the mother pteridactel swooped at me. The sharp talons just missed my pack of eggs. Relieved, I jumped down and fired the spear from my harpoon killing the bird.

I took the claws off the bird, and continued with my task. I invaded nine other nests with no further attacks. After packing everything into the hopper, I took a heavily poisoned spear and went after my last specimen, a tyranasaurus egg. Surprisingly the nest was unguarded, and getting the egg was no problem. I started towards the time hopper, but a snarl startled me. Without glancing back I knew that a tyranasaurus was after me.

It was incredibly fast. I ducked into a cave and ran through the corridors looking for another exit. Though I searched, I finally ended up at the entrance I had gone in.

I ran through the beasts legs and tore towards the hopper. Unfortunately, I tripped over a rock and fell. The beast approached quickly. Its crashing foot was on the last step. I held up the spear and at the last second rolled out of the shadow of death.

The poison acted quickly and I made it to the hopper with a sleeping monster not a hundred feet behind. Exausted I hit the red button called home and linked into the fourth dimention.

GENERAL IMPRESSION MARK = 10

ANALYTIC SCALE		MARK
1.	Organization and Sequence	4
2.	Word Choice	5
3.	Focus or Theme	5
4.	Ideas	5
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	5
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	4

SAMPLE 3

A Memorable time in my life I wish to revisit

The minute I stepped off the time machine my whole family was there waiting to take me for my first trip to the zoo. I was so excited I had butterflies in my stomach. My sister sensed my nervousness, and led me towards the car.

It took fifteen minutes to get there. It seemed like forever to me. When we got out of the car my mother and father took my hands and we walked to the entrance.

The first thing we went to see was the monkeys. They were so cute. One of the employees let me pet them. They were so soft and furry. After that I waved to the man goodbye and we walked on.

The next animal we saw was the rabbit's, there was two bunnies, a mother, and a father. Good thing I brought my camera!

Next we went and saw, the zebras, the giraffes, the camals and the birds. At this time I was so tired that I could hardly walk. But we were not leaving until I saw the polar bears. They were the most exciting part. They were so big and they they had so much fur.

After we saw the polar bears we went back to see the monkeys and the rabbits one more time. As we were leaving there was an announcement.

"Everybody clear the zoo a giraffe is loose!" Oh! Oh! The minute I heard this I ran as fast as my legs would carry me. Giraffes are nice to see close up, but not that close. Before I realized where I was, I was already back in the time machine ready for take off.

GENERAL IMPRESSION MARK = 6

ANALYTIC SCALE		MARK
1.	Organization and Sequence	4
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	2
5.	Choice of Details/Elaboration	4
6.	Sentence Structure	4
7.	Usage	4
8.	Punctuation and Capitalization	4
9.	Spelling	4

SAMPLE 4

THE QUIET EARTH

I got of my bed have my shower, eat Breakfast. Im driving to work. I notice no when else is outside "anywhere". I see a several cars on the sidewalk but no people in them. I think I am still sleeping. I drive to

work Research America. I park my car, I go in to work no one's there. I go down stairs into a high tec lab. I see a person at the main controls sitting down. His face is dessloving but I think he is still alive. He say's to me we were doing a rotine expariment and the top secret XI Halley's back fired and dissolved every living animal and human except me and it seems. I am going to die, go and look for more people and start a new civilation of people I'm sorry for what I have done. I went all over the place but It seems there is no one on earth except me. Then years later I say to my self whats the point of living if you got know one to share it with you.

GENERAL IMPRESSION MARK = 2

ANALYTIC SCALE		MARK
1.	Organization and Sequence	2
2.	Word Choice	2
3.	Focus or Theme	3
4.	Ideas	1
5.	Choice of Details/Elaboration	1
6.	Sentence Structure	1
7.	Usage	3
8.	Punctuation and Capitalization	1
9.	Spelling	2

CHAPTER 6

RESULTS OF SPELLING TEST

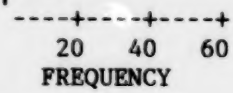
This chapter presents the results of the spelling test. Students were presented with a list of twenty-four words to spell. The words were spoken in isolation, used in a sentence, and finally repeated in isolation for the students.

English

Word	Percentage of students spelling word correctly	Word	Percentage of students spelling word correctly
1. scientist	84.7%	13. generally	76.0%
2. items	89.4	14. official	68.6
3. companies	82.8	15. eliminate	55.8
4. economy	75.4	16. parliament	28.7
5. describe	73.7	17. necessary	39.7
6. personnel	18.3	18. finally	84.7
7. restaurant	55.6	19. funeral	83.0
8. confusion	80.5	20. wealthy	87.5
9. complain	88.7	21. experiment	77.7
10. temperature	73.2	22. obvious	70.3
11. immigrants	31.2	23. employee	62.8
12. community	78.1	24. deduction	85.4

Distribution of Total Numbers of Words Spelled Correctly

NUMBER OF WORDS SPELLED CORRECTLY		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	11	11	2.3%	2.3%
1		3	14	0.6	3.0
2	*	4	18	0.8	3.8
3	*	4	22	0.8	4.7
4	*	6	28	1.3	5.9
5		3	31	0.6	6.6
6	*	5	36	1.1	7.6
7	*	5	41	1.1	8.7
8	*	6	47	1.3	10.0
9	**	8	55	1.7	11.7
10	***	13	68	2.8	14.4
11	****	17	85	3.6	18.0
12	***	13	98	2.8	20.8
13	*****	21	119	4.5	25.3
14	***	14	133	3.0	28.2
15	******	27	160	5.7	34.0
16	*******	29	189	6.2	40.1
17	********	34	223	7.2	47.3
18	*********	36	259	7.6	55.0
19	********	33	292	7.0	62.0
20	**********	50	342	10.6	72.6
21	*********	37	379	7.9	80.5
22	**********	42	421	8.9	89.4
23	********	32	453	6.8	96.2
24	****	18	471	3.8	100.0



Mean: 16.52
Standard Deviation: 5.75